

sent to PA 4/9/01

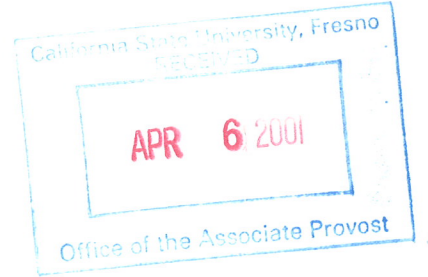
# General Education Course Proposal

**Proposed Course:** Chin 1A Elementary Chinese **Units** 3  
Prefix No. Title

**Department:** Linguistics **College/School:** Arts and Humanities

**GE Category (Indicate one category only):**

Foundation: A1 \_\_\_ A2 \_\_\_ A3 \_\_\_ B4 \_\_\_  
Breadth: B1 \_\_\_ B2 \_\_\_ C1 \_\_\_ C2  D \_\_\_ E \_\_\_  
Integration: B \_\_\_ C \_\_\_ D \_\_\_ International/Multicultural \_\_\_



**Existing Course** \_\_\_ **Revised Course**  **New Course** \_\_\_

**Course Included in Current GE Program** \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.  
Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Beginning course in modern Mandarin Chinese, including basic communication skills, cultural traditions (literature, music, philosophy, and lifestyle) of the Chinese people, and appreciation/practice of the most important Chinese art form: calligraphy.

**Enrollment limit per section:** 25

**Expected number of sections per semester - Year 1** 1 **Year 3** 1

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Barbara Buch 3/5/01  
Department Chair Date

[Signature] 3/27/01  
College/School Curriculum Committee Date

[Signature] 3.28.01  
College/School Dean Date

Robert D. Merrill 11/2/01  
General Education Subcommittee Date

J. Echeverria 11/2/01  
Associate Provost Date

**Forward Original and TWELVE copies to:  
Associate Provost for Academic Affairs, M/S TA 54**

## Attachment 2. General Syllabus

Chinese 1A  
Elementary Chinese

Course Description: Beginning course in modern Chinese, including basic communication skills, cultural traditions (literature, music, arts, philosophy, and lifestyle) of the Chinese people, and appreciation/practice of the most important Chinese art form: calligraphy.

General education: The course meets the breadth requirement in General Education. For students with catalogs 1998-99 or earlier, it fulfills one of the requirements in BREADTH, Division 7. For all other students it fulfills one of the requirements for BREADTH, Area C2.

Instructor:	Name
Office:	Instructor's office
Office hours:	Instructor's office hours (minimum of 5 hours per week)
Phone:	Instructor's office phone/voice mail number
E-mail:	Instructor's e-mail address
Dept. office:	Peters Building, Room 383
Dept. phone:	278-2441

**Course goals:**

- (1) to develop communication skills in Chinese through learning sounds and tones, basic vocabulary, phrase and sentence structures. [Topic 1 in Course topics below],
- (2) to learn about contemporary cultural traditions, belief systems, and social worlds of Chinese people [Topics 2 , 3, 4, and 5],
- (3) to develop reading and writing skills and an aesthetic appreciation and practice of the Chinese writing system and the art form of calligraphy [Topics 3, 4 and 5] .
- (4) to develop an understanding of and appreciation for traditional Chinese values and philosophy through learning Confucian concepts and maxims, [Topic 4]]
- (5) to develop and understanding of and appreciation for Chinese literature and music through the study of stores, poems, Confucian maxims, and opera. [Topic 5].

**Course topics: The course addresses the following five topics.**

Topic 1: Chinese communication skills (speaking and listening)

- (a) the phonological properties of Chinese sound inventory (vowels, consonants, tones),
- (b) the basic internal structures of words and word formation processes.
- (c) the basic structures of Chinese phrases and sentences

Topic 2: Contemporary cultural traditions, belief systems, and social worlds of the Chinese people

- (a) Chinese manners and customs in verbal and non-verbal communication
- (b) the importance of social structures/interpersonal relations, especially hierarchical relations and in-group/out-group relations, in Chinese interactions, as reflected in the language
- (c) Chinese life style: houses, family structures, workplace, gender roles, Chinese cities, and the

Chinese view of nature,

(d) the differences between the cultural traditions, belief systems, and social worlds of Japanese people and those of the speakers of the student's language.

Topic 3: Reading and writing skills, appreciation and practice of the Chinese writing system and the art form of calligraphy.

(a) the development of the Chinese writing system; the symbols and their structure

(b) Introduction to an appreciation of the Chinese art of calligraphy: the four “treasures” of civilization: ink, inkstone, pen, and paper

(c) Appreciation of examples of classical calligraphy

(d) Practice of calligraphy (e.g. brush stroke order)

(e) Calligraphy competition. Calligraphy competitions are quite popular in Chinese-speaking countries, therefore this is a cultural experience in both senses of the word (popular and “high”).

Topic 4. Chinese philosophy through examination of Confucian concepts and maxims from the *Analects*.

(a) Reading about Confucius, his life and times, his philosophy. (English)

(b) Reading and discussion of the maxims (Chinese)

(c.) Writing a maxim in calligraphy.

Topic 5: to become familiar with Chinese literature and music.

(a) reading and discussion of Chinese stories, songs, and poems.

(b) writing a story and a poem in Chinese.

(c) Writing the poem in calligraphy.

(d) Reading about Chinese opera (Chinese and English)

(e) Watching and discussing a Chinese opera.

A typical syllabus for Chinese 1A (Attachment 3) does not state these five topics separately in the order presented above. The course content is organized according to the textbook, the supplementary packet, and the films.

**Course materials:**

1. Textbook

2. Supplementary packet containing readings, Confucian maxims, stories and poems

3. Films

4. Calligraphy set

**Course requirements:**

(15%) 1. Participation: Students will learn only to the extent that they participate actively in the classroom. This will be graded based on: attendance, homework, cooperation in groups.

(40%) 2. Quizzes and Tests

(15%) 3. Calligraphy portfolio (A file where you keep your best examples of calligraphy)

(10%) 4. Short Papers.

(20%) 5. Long paper.

## Sample Course Outline (Topic numbers in parentheses)

### Week One:

1. Intro to the Class & class requirements/syllabus
2. Expression of the week: ni hao à ni hao ma? (1, 2)
3. Intro to the Chinese sound system: Chinese Pinyin-- 21 Initials, 6 simple initials and 30 compound finals with picture/posters (1)
4. Sound combination practice (1)
5. Basic tone introduction (1)
6. Reading and writing the numbers in Chinese 1 through 10 (3)
7. Homework: character-writing practice: Write the numbers (3)
8. Reading and discussion: Who was Confucius? (4)

### Week two:

1. Expression of the week: ni jiao shen mo mingzi?/what's your name? In normal & polite form. Politeness in Chinese greetings. (1,2)
2. More character practice on the board: simple characters: people, mountain, the sun, the moon, the tree in Chinese characters and show students the stroke orders. (3)
3. Lesson one---greetings: vocab and texts in lesson one-part I speaking practice (1,2)
4. More practice on numbers and Chinese ways of counting numbers with fingers. (1,2)
5. Reading and Discussion: What are the Analects? (4)
6. Homework: copy the text in Chinese characters. (3)
7. Quiz #1

### Week 3:

1. Oral practice / in class dialogs: basic and polite greetings.(1,2)
2. Workbook Lesson 1: Fill in blanks with the correct character (1)
3. Listening exercises (practice outside of class with an audio tape in the music library). (1)
4. Reading and Discussion: Who was Mencius? (4)
5. Reading/discussion: History of Calligraphy and use of the calligraphy set. (3)
6. Calligraphy practice. (3)
7. Quiz #2

### Week 4:

1. Expressions of the week: How old are you? (1)
2. Lesson two---family : vocab & texts (1,2)
3. Workbook on lesson 2. Write the characters. Review brush stroke order. (3)
4. Oral and written numbers from 11 through 100. (1)
5. Oral reports: your families . (1, 2)
6. Reading and discussion: What is "ren?" [The supreme virtue: love, goodness, humanity, human-heartedness] (4)
7. Principles of calligraphy exemplified in the symbol for ren. Examination of classic examples of calligraphy. (3)

### Week 5:

1. Interviews about students' families. (1,2)
2. Lesson 3 (Dates and Time): flash cards on vocab and texts. (1,2)
3. in class dialog activities: teacher-student model dialogs and student-student dialogs on what

has been covered so far. (1,2)

4. Preview vocab from the upcoming Chinese fairy tale in Chinese: Little Goat (1, 5)
5. Each student tries to read a newspaper article from a Chinese newspaper; find 15 characters they have learned or recognized and write down with the English meaning they know. (1, 2, 3)
6. What is the Confucian virtue of “zhong?” [faithfulness to oneself and others] (4)
7. Calligraphy practice with the symbol for zhong. (3)

Week 6:

1. Reading and Discussion: the Chinese family hierarchy (2)
2. Expression of the week: I am very busy. (1)
3. Reading: The story: Little Goat—What does this story mean? [Family values] (3, 5)
4. Work book exercises on lesson 3. (1)
5. Write an original Chinese fairy tale about an animal illustrating a family value. (3, 5)
6. What is the Confucian virtue of “shu?” [altruism] (4)
7. Calligraphy practice with the symbol for shu. (3,4)
8. Quiz #3 on reading/writing the numbers.

Week 7:

1. Expression of the week: My birthday is...(1, 2)
1. Reading and discussion: Obedience and honor to elders (2, 4)
2. Continued workbook ex. on lesson 3 (1)
3. Listening practice and translation of numbers, dates, days, age (1)
4. Family Song in Chinese: Happy Birthday. (2)
5. Sentence translation practice: the first Confucian maxim: [roughly: Do not do to others what you do not want done to yourself.] (3,4)
6. 250 word essay: Is this maxim the same or different from the “Golden Rule?” Why? Discussion/share essays/feedback (4)

Week 8:

1. Expression of the week: I like to ...[activities] (1,2)
2. Reading/discussion: The Chinese opera I. (5)
3. Lesson 4 (Hobbies) vocab. & flash cards of lesson 4. (1,2)
4. In-class dialogs and skits based on hobbies (1,2)
5. Write 10 sentences out of the vocab. in lesson 4. (1, 3)
6. Calligraphy practice with the first maxim. (3, 4)
7. Quiz #4

Week 9:

1. Expression of the week: I love America, I also love China. (1)
2. Workbook exercises on lesson 4. (1)
3. Reading/discussion: The Chinese opera II (5)
4. Review/ Mid-term exam: oral reading. (1)
5. Watch short video of Chinese opera. (5)
6. Discussion: How is this experience different from Western operas or musicals? What is your response to this opera? (5)
7. 250 word essay: How is Chinese opera different from or similar to Western musicals or operas? (5)

## Week 10:

1. Share essays/feedback. Discuss long paper assignment and possible topics.
2. Speaking practice on transparency: a farm family. (1, 2)
3. Listen and speak: Chinese Song in Chinese: I am a grain of rice (sing) (1, 2)
4. Write song as a poem in calligraphy. (3, 5)
5. Discussion: Which is more beautiful to you—the song as you sing it or as you write it? (3, 5)
7. Read, translate (group work), discuss: Confucian maxim 2: “In education, there is no class distinction.” (4)
8. Quiz #5

## Week 11:

1. Lesson 5 (visiting friends): politeness, giving gifts and compliments, vocab, grammar, dialogs. (1, 2)
2. Write a letter to a friend. Use compliments. (1, 2, 3)
3. Show transparency of a best student letters and use them as a model to rewrite. (3)
4. Lesson 5 workbook exercises and listening practices (1)
5. What is a “qunzi?” [perfect gentleman, one who possesses all virtues: a model for others]? (4)
6. Calligraphy practice with the symbol for qunzi. (3, 4)
7. Students (in groups) write their own Chinese maxims. (3, 4)

## Week 12:

1. Lesson 6: (food and restaurant customs, eating with chopsticks, politeness) (1, 2)
2. Listening and workbook practice with vocabulary, sentences. (1, 2)
3. Writing practice: Describe a recent visit to your friend’s house. (2, 3)
4. Group activity: learn the names of fruits and vegetables by looking at the colored cards and share with the class. Practice offering food to others. (1, 2)
5. Reading and Discussion: The virtue of hospitality. (4)
6. The symbol for hospitality, calligraphy practice. (3, 4)
7. Excerpt from a Chinese opera: guests in the house. How did you respond to this opera? (5)

## Week 13:

1. Lesson 7: (weather) vocabulary, sentences (1)
2. Read/translate/discuss a Chinese poem: It is raining. (2, 5)
3. Listening and workbook practice with Lesson 7 (1)
4. Write a Chinese weather poem. (3, 5)
5. Read all students’ weather poems and vote on one for contest. (5)
6. Bring draft of paper/peer and professor feedback. (3, 4, 5)
7. Quiz #6.

## Week 14.

1. Lesson 8: (the calligraphy contest) vocab, dialog and grammar (1, 2)
2. Listening and workbook exercises Lesson 8 (1)
3. Reading/translation/discussion: Maxim 3: “Apart from the mind, neither law nor object exists.” (4)
4. Relationship of maxim to calligraphy contest. (3, 4)
5. Feedback on each person’s calligraphy of the selected weather poem. (3, 5)
6. Begin reviewing

Week 15:

1. Review: oral and listening, reading and writing/ Lessons (1, 3)
2. Presentation of calligraphy/display in the Department of Linguistics Office or the Dean's gallery. (3)
3. Hand in paper.

Final Exam during Exam period.

Notes:

1. Students are required to listen to the audiotapes read by native speakers in the music library.
2. The flash cards are made by the students themselves (each student shares a part). Some of these will be with computer fonts and some with calligraphy style.

### Attachment 3: Sample Syllabus.

#### Chinese 1A: Elementary Chinese

Instructor: Lian, Xue-Guang  
 Office: PB 547  
 Office hours: M-F 10-11  
 Phone: 278-7680  
 E-mail: xueguang@csufresno.edu  
 Dept. office: Peters Building, Room 383  
 Dept. phone: 278-2441

#### Introduction to the Course

The focus of this class is on listening, speaking, reading and writing beginning Chinese within the rich broad context of contemporary and traditional Chinese customs, philosophy, art, music, and literature.

#### Course goals

- (1) to develop communication skills in Chinese through learning sounds and tones, basic vocabulary, phrase and sentence structures;
- (2) to learn about contemporary cultural traditions, belief systems, and social worlds of Chinese people;
- (3) to develop reading and writing skills and an aesthetic appreciation and practice of the Chinese writing system and the art form of calligraphy;
- (4) to develop an understanding of and appreciation for traditional Chinese values and philosophy through learning Confucian concepts and maxims; and
- (5) to develop and understanding of and appreciation for Chinese literature and music through the study of stories, poems, Confucian maxims, and opera.

#### Course materials

1. Textbook: *Practical Chinese Reader 1* Beijing Foreign Languages Institute & Workbook
2. Supplementary packet containing readings, Confucian maxims, stories and poems
3. Calligraphy set
4. Fun with PCR 1: (simplified character editor) 1995: Peggy Wang.

#### General Notes:

Plagiarism will not be tolerated. Please refer to the catalog and the Schedule of Courses for the Policy on cheating and plagiarism.

Students with disabilities should identify themselves to the instructor so that reasonable accommodations within the course can be made.

#### Course requirements:

- (15%) 1. Participation: Students will learn only to the extent that they participate actively in the classroom. This will be graded based on: attendance, homework, cooperation in groups.
- (40%) 2. Quizzes and Tests
- (15%) 3. Calligraphy portfolio (A file where you keep your best examples of calligraphy)
- (10%) 4. Short Papers.
- (20%) 5. Long paper.



Course Outline (May be subject to change. I will announce any changes in class.)

Week One:

1. Intro to the Class & class requirements/syllabus
2. Expression of the week: ni hao à ni hao ma?
3. Intro to the Chinese sound system: Chinese Pinyin-- 21 Initials, 6 simple initials and 30 compound finals with picture/posters
4. Sound combination practice
5. Basic tone introduction
6. Reading and writing the numbers in Chinese 1 through 10
7. Homework: character-writing practice: Write the numbers
8. Reading and discussion: Who was Confucius?

Week two:

1. Expression of the week: ni jiao shen mo mingzi?/what's your name? In normal & polite form. Politeness in Chinese greetings.
2. More character practice on the board: simple characters: people, mountain, the sun, the moon, the tree in Chinese characters and show students the stroke orders.
3. Lesson one---greetings: vocab and texts in lesson one-part I speaking practice
4. More practice on numbers and Chinese ways of counting numbers with fingers.
5. Reading and Discussion: What are the Analects?
6. Homework: copy the text in Chinese characters.
7. Quiz #1

Week 3:

1. Oral practice / in class dialogs: basic and polite greetings.
2. Workbook Lesson 1: Fill in blanks with the correct character
3. Listening exercises (practice outside of class with an audio tape in the music library).
4. Reading and Discussion: Who was Mencius?
5. Use of the calligraphy set.
3. Quiz #2

Week 4:

1. Expressions of the week: How old are you?
2. Lesson two---family : vocab & texts
3. Workbook on lesson 2. Write the characters. Review brush stroke order.
4. Oral and written numbers from 11 through 100.
5. Oral reports: your families .
6. Reading and discussion: What is "ren?" [The supreme virtue: love, goodness, humanity, human-heartedness]
7. Principles of calligraphy exemplified in the symbol for ren. Examination of classic examples of calligraphy.

Week 5:

1. Interviews about students' families.
2. Lesson 3 (Dates and Time): flash cards on vocab and texts.
3. in class dialog activities: teacher-student model dialogs and student-student dialogs on what has been covered so far.

4. Preview vocab from the upcoming Chinese fairy tale in Chinese: Little Goat
5. Each student tries to read a newspaper article from a Chinese newspaper; find 15 characters they have learned or recognized and write down with the English meaning they know.
6. What is the Confucian virtue of “zhong?” [faithfulness to oneself and others]
7. Calligraphy practice with the symbol for zhong.

Week 6:

1. Reading and Discussion: the Chinese family hierarchy
2. Expression of the week: I am very busy.
3. Reading: The story: Little Goat—What does this story mean? [Family values]
4. Work book exercises on lesson 3.
5. Write an original Chinese fairy tale about an animal illustrating a family value.
6. What is the Confucian virtue of “shu?” [altruism]
7. Calligraphy practice with the symbol for shu.
8. Quiz #3 on reading/writing the numbers.

Week 7:

1. Expression of the week: My birthday is...
  1. Reading and discussion: Obedience and honor to elders
  2. Continued workbook ex. on lesson 3
  3. Listening practice and translation of numbers, dates, days, age
  4. Family Song in Chinese: Happy Birthday.
  5. Sentence translation practice: the first Confucian maxim: [roughly: Do not do to others what you do not want done to yourself.]
  6. 250 word essay: Is this maxim the same or different from the “Golden Rule?” Why?
- Discussion/share essays/feedback

Week 8:

1. Expression of the week: I like to ...[activities]
2. Reading/discussion: The Chinese opera I.
3. Lesson 4 (Hobbies) vocab. & flash cards of lesson 4.
4. in-class dialogs and skits based on hobbies
5. Write 10 sentences out of the vocab. in lesson 4.
6. Calligraphy practice with the first maxim.
7. Quiz #4

Week 9:

1. Expression of the week: I love America, I also love China.
2. Workbook exercises on lesson 4.
3. Reading/discussion: The Chinese opera II
4. Review/ Mid-term exam: oral reading.
5. Watch short video of Chinese opera.
6. Discussion: How is this experience different from Western operas or musicals? What is your response to this opera?
7. 250 word essay: How is Chinese opera different from or similar to Western musicals or operas?

## Week 10:

1. Share essays/feedback. Discuss long paper assignment and possible topics.
2. Speaking practice on transparency: a farm family.
3. Listen and speak: Chinese Song in Chinese: I am a grain of rice (sing)
4. Write song as a poem in calligraphy.
5. Discussion: Which is more beautiful to you—the song as you sing it or as you write it?
7. Read, translate (group work), discuss: Confucian maxim 2: “In education, there is no class distinction.”
8. Quiz #5

## Week 11:

1. Lesson 5 (visiting friends): politeness, giving gifts and compliments, vocab, grammar, dialogs.
2. Write a letter to a friend. Use compliments.
3. Show transparency of a best student letters and use them as a model to rewrite.
4. Lesson 5 workbook exercises and listening practices
5. What is a “qunzi?” [perfect gentleman, one who possesses all virtues: a model for others]?
6. Calligraphy practice with the symbol for qunzi.
7. Students (in groups) write their own Chinese maxims.

## Week 12:

1. Lesson 6: (food and restaurant customs, eating with chopsticks, politeness)
2. Listening and workbook practice with vocabulary, sentences.
3. Writing practice: Describe a recent visit to your friend’s house.
4. Group activity: learn the names of fruits and vegetables by looking at the colored cards and share with the class. Practice offering food to others.
5. Reading and Discussion: The virtue of hospitality.
6. The symbol for hospitality, calligraphy practice.
7. Excerpt from a Chinese opera: guests in the house. How did you respond to this opera?

## Week 13:

1. Lesson 7: (weather) vocabulary, sentences
2. Read/translate/discuss a Chinese poem: It is raining.
3. Listening and workbook practice with Lesson 7
4. Write a Chinese weather poem.
5. Read all students’ weather poems and vote on one for contest.
6. Bring draft of paper/peer and professor feedback.
7. Quiz #6.

## Week 14.

1. Lesson 8: (the calligraphy contest) vocab, dialog and grammar
2. Listening and workbook exercises Lesson 8
3. Reading/translation/discussion: Maxim 3: “Apart from the mind, neither law nor object exists.”
4. Relationship of maxim to calligraphy contest.
5. Feedback on each person’s calligraphy of the selected weather poem.
6. Begin reviewing

Week 15:

1. Review: oral and listening, reading and writing/ Lessons
2. Presentation of calligraphy/display in the Department of Linguistics Office or the Dean's gallery.
3. Hand in paper.

Final Exam during Exam period.

Notes:

1. Students are required to listen to the audiotapes read by native speakers in the music library.
2. The flash cards are made by the students themselves (each students shares a part). Some of these will be with computer fonts and some with calligraphy style.